

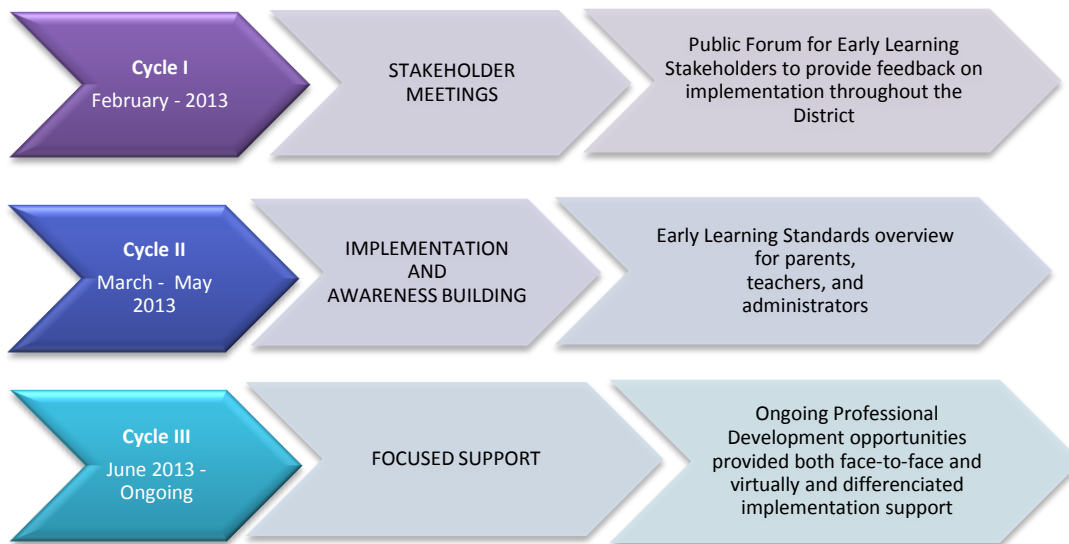


DRAFT

Common Core Aligned DC Early Learning Standards Implementation Strategy Narrative FY2013

The revised District of Columbia Early Learning Standards is a response to the evolution of the standards movement in early childhood education throughout the country. The revised Early Learning Standards show a continuum of learning and development expected of all children from birth through Kindergarten. This revision is important as it properly situates and ensures that children participating in District of Columbia early learning programs are better prepared for transitioning into the K-12 Common Core environment.

OSSE is currently projecting that the rollout of the revised Early Learning Standards will be a 2-3 year process. The process for rollout will occur in three cycles: Stakeholder Meetings, Awareness Building Sessions and Implementation, Monitoring and Support as illustrated below:



Cycle I: STAKEHOLDER MEETINGS (February, 2013)

These initial stakeholder feedback opportunities are targeted to assist OSSE with fully developing the Early Learning rollout and implementation strategy. Local early childhood leaders and practitioners will be invited to provide feedback and input on OSSE's early learning standards rollout and implementation strategy.

Public Forum for DC Early Learning Stakeholders (DCELS) for feedback on OSSE's early learning standards rollout and implementation strategy

OSSE Strategic Actions:

- Invite DC Public Charter School Board, DC Public Schools, community-based organizations, early childhood practitioner's representation to participate in DCELS rollout and implementation feedback meeting in the month of February.
- Through outreach efforts, meet with existing early learning practitioners and experts in sharing and receiving feedback on OSSE early learning standards rollout and implementation strategy
- Utilize the Common Core/ Early Learning Standards crosswalk document to describe and discuss similarities and differences between the current standards and the newly released standards
- Collect feedback from stakeholders in person, via e-mail, and phone, online OSSE website portal
- Utilize feedback to inform improvements to CCSS Aligned DCELS Implementation Strategy



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Cycle II: IMPLEMENTATION AND AWARENESS BUILDING (March – May 2013)

These awareness opportunities are targeted to help programs and parents become more familiar with the Early Learning Standards. These trainings will provide an introduction to the Common Core aligned Early Learning Standards.

DC Early Learning Standards Overview for Families, Teachers, and Administrators.

OSSE Strategic Actions:

For Families:

- Develop multiple DCELS content modules in collaboration with ICF to train parents
- Develop written materials for families
- Develop modules into webinars, videos and podcasts to increase access for parents and community members
- Translate standards and informational materials into Spanish, Amharic, Vietnamese, Chinese, Korean, and French
- Begin steps to incorporate awareness module into OSSE Parent Summit Conference on August, 2013 (tentative)

For Teachers:

- Develop a survey of professional development needs around practical application of new standards and Common Core to address the various learning needs of the early learning professionals
- Develop written DCELS content and multiple, differentiated, DCELS content modules to train teaching staff
- Schedule face-to-face training sessions and post overview modules on OSSE and Learn DC websites
- Build capacity for city-wide training in new DC ELS, by developing and implementing a train-the-trainer model, where key OSSE staff manage and train groups of highly-effective teachers who serve as a cohort of DCELS “Lead Teachers”
- Recruit, train and incentivize “Lead Teacher” volunteers to lead job embedded professional development and participate in Community of Best Practices
- Develop and train centers/schools on family engagement strategies regarding DCELS

For Administrators:

- Develop a survey of professional development needs around practical application of new standards to address the various learning needs of the early learning professionals
- Develop a survey of current implementation of DCEL standards in the center/school
- Schedule face-to-face training sessions and post overview modules on OSSE and Learn DC websites
- Develop DCELS content modules to train program administrators
- Develop and train centers/schools on family engagement strategies regarding DC ELS

Cycle III: TARGETED SUPPORT (May 2013-Ongoing)

This cycle of trainings and support moves beyond awareness and helps programs/staff learn to link the Early Learning Standards to curricula.

Ongoing Professional Development opportunities for practitioners provided via face-to-face and online

OSSE Strategic Action:

For Teachers and Administrators:

- Use survey results regarding professional development needs and current implementation to inform PD needs
- Visit Early Learning Centers/Schools to use “real world” observations to inform additional versions of PD modules
- Revise and update CCSS aligned Early Learning Standards PD modules, based on observations/feedback and infuse “real world” scenarios into modules
- Schedule and deliver second round of training for lead teachers while continuing to build on the Early Childhood Community of Best Practices
- Continue to collaborate with ICF and other early learning contractual partners to schedule and deliver targeted and ongoing virtual and face-to-face PD sessions